

2008 GENERAL SESSION FISCAL NOTE WORKSHEET XI (Revised Jan. 2008)

Agency: UTAH STATE OFFICE OF EDUCATION Bill Number HB 232

TITLE OF BILL: ELEMENTARY SCHOOL MATH INITIATIVE by Rep. Steven R. Mascaro

Requested by: Patrick Lee

Fax/Electronic Mail Transmittal To:

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Name: <u>Patrick Lee</u>
Date: <u>14-Jan-08</u>
Fax Number: _____

Please return to Fiscal Analyst by: January 14, 2008

This Bill Takes Effect: ☐ On passage ☒ On July 1 ☐ 60 Days after session ☐ Other _____

Bill Carries Own Appropriation: ☐

FISCAL IMPACT OF PROPOSED LEGISLATION

	FY 2008 Supp.	FY 2009	FY 2010
A. REVENUE IMPACT BY SOURCE OF FUNDS			
1. General Fund			
2. Uniform School Fund - Education Fund			
3. Transportation Fund			
4. Collections			
5. Other Funds (List Below)			
6 Local Funds			
7. TOTAL	\$ -	\$ -	\$ -

B. EXPENDITURE IMPACT:

By Source of Funds			
1. General Fund			
2. General Fund, One Time			
3. Uniform School Fund - Education Fund		\$18,000,000	\$18,000,000
3. Transportation Fund			
4. Collections			
5. Other Funds (List Below)			
6. Local Funds			
7. TOTAL	\$ -	\$ 18,000,000.00	\$ 18,000,000.00
By Expenditure Category			
1. Salaries, Wages and Benefits			
2. Travel			
3. Current Expenses			
4. D.P. Current Expenses			
5. Capital Outlay			
6. D.P. Capital Outlay			
7. Other (Specify) <u>Elementary Mathematics Initiative Progra</u>		\$18,000,000	\$18,000,000
8. TOTAL	\$ -	\$ 18,000,000.00	\$ 18,000,000.00

C. IMPACT IN FUTURE YEARS?

If no fiscal impact in the first two years, indicate any impact in future years, and explain. Also, indicate any significant changes in fiscal impact beyond the first two years. (Use back side, or attachment, if necessary.)

D. Identify Sections of the Bill That Will Generate the Additional Workload or Cost Increase

Lines 34-64 will generate workload increases for school districts and charter schools by requiring they submit information on how funds will be used and to submit a plan that has various requirements.

Lines 65-82 will generate a workload increase for the State Board of Education as required elements will need to be created and individuals will have to review the plans and approve or reject them.

Lines 83-84 will generate an undeterminable about of a cost increase due to the requirement that a third party conduct an evaluation of the program annually for the first five years of the program and, after the initial five years, every three years.

E. Expenditure Impact Details (*Ties to totals in Section C*)

List and document methodology and/or assumptions used in determining need for workload and cost increase.

List number, type, and step ranges of personnel required, including benefits.

List details of other impacted expenditure categories as shown in Section C.

List additional space requirements and cost associated with requirements of this bill.

(USE ATTACHMENTS IF NECESSARY.)

F. No Fiscal Impact or Will Not Require Additional Appropriations?

Specify why this bill will have no fiscal impact on your agency or institution.

Specify how you will reallocate workloads, resources, or funding sources to eliminate need for additional appropriations. (USE ATTACHMENTS IF NECESSARY.)

G. If Bill Carries Its Own Appropriation:

Indicate if the amount appropriated is adequate to meet the purposes of the bill.

Are there future additional costs anticipated beyond the appropriation in the bill?

This appropriation is not adequate to meet the purposes of the bill as the full \$18 million appropriated must be sent out to the school districts and charter schools, but there is an additional requirement in this legislation to provide for a third party to conduct an evaluation of the program annually for the first five years of the program and, after the initial five years, every three years. The cost of that third party is undeterminable at this time.

H. Impact on Local Governments, Businesses, Associations, and Individuals

Specify requirements in the bill that drive the impact on local governments.

*Indicate costs or savings that are **DIRECT and MEASURABLE**. If direct and measurable data are not available, are there areas that potentially could have a fiscal impact? (USE ATTACHMENT IF NECESSARY.)*

Local Governments:

Teachers will get the skills, abilities, and understanding of mathematics to lead students from concrete to abstract mathematical thinking.

Businesses and Associations:Individuals:

Mathematical skills of fourth, fifth, and sixth grade students will increase their readiness for sequential mathematical studies.

This is a draft fiscal note response from the Utah State Office of Education (USOE) and may be revised in the future.

This fiscal note input draft does not imply endorsement of this bill by the State Board of Education or USOE.